

Illinois Community College Board

418th Meeting Agenda and Materials

June 3, 2016

Wyndham Springfield City Centre
Prairie Room
700 East Adams Street
Springfield, IL



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REVISED
Agenda
418th Meeting of the
Illinois Community College Board

Wyndham Springfield City Centre
Prairie Room
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Springfield, IL

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Black Hawk College

- Surgical Technology Associate in Applied Science (A.A.S.) degree (61 credit hours)
- Surgical Technology Certificate (38 credit hours)

Highland Community College

- Mechatronics A.A.S. degree (60 credit hours)

Rend Lake College

- Computer Programming A.A.S. degree (64 credit hours)
- Office Systems Technology Specialist A.A.S. degree (64 credit hours)
- Office Technologies Assistant Certificate (30 credit hours)

Harper College

- Massage Therapy Certificate (34 credit hours)

BACKGROUND

Black Hawk College
Surgical Technology A.A.S. degree (61 credit hours)
Surgical Technology Certificate (38 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment and/or advancement opportunities in surgical technology. The Certificate is designed to prepare individuals for entry-level employment in surgical technology.

Catalog Description:

Surgical Technology A.A.S. degree: The Surgical Technology Program is a career oriented program designed to prepare students to function as part of a team in an operating room setting. This will include preparation of instruments, set up of the operating room and assisting with the care of patients undergoing surgery. Upon completion of the program students would be eligible to take the Certified Surgical Technologist (CST) exam from the National Board of Surgical and Technology and Surgical Assisting (NBSTSA).

Surgical Technology Certificate: The Surgical Technology Program is a career oriented program designed to prepare students to function as part of a team in the operating room setting. This will include preparation of instruments, set up of the operating room and assisting with the care of patients undergoing surgery. Upon completion of the program students would be eligible to take the Certified Surgical Technologist (CST) exam from the National Board of Surgical and Technology and Surgical Assisting (NBSTSA).

The curriculum includes both theory and practical application within the operating room setting. Students must achieve at least a C in all course work, both general education and program specific. This degree program provides students with additional information beyond the certificate level. Some employers may give preferential consideration to hiring those who have an associate's degree. Surgical Technologists (ST) are employed in hospital operating rooms, delivery rooms, and ambulatory care surgical centers.

Curricular Information: The degree consists of 15 credit hours of required general education coursework and 46 career and technical education requirements. The career and technical component includes coursework in anatomy and physiology, medical terminology, microbiology, central services, introductory/intermediate/advanced levels of surgical technology, surgical pharmacology and required clinical hours in a surgical technology work-based learning setting. The certificate requires a subset of coursework from the degree (38 credit hours).

Justification for Credit hours required: These programs were developed and follow standards of the NBSTSA and adhere to the Surgical Technology Core Curriculum set by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for program accreditation.

Accrediting Information: NBSTSA accreditation is optional. The college plans to seek accreditation through the CAAHEP upon recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), employment of “surgical technologists” is expected to increase by 14.7% statewide through 2022. A strong need by local employers has been established and the college will be taking over an existing program formerly operated by Trinity School of Health Sciences.

Table 1: Employer Partners

Employer	Location
Trinity Medical Center	Rock Island, IL

Table 2: Projected Enrollments

Surgical Technology AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	12	24	24
Part-Time Enrollments:	0	0	0
Completions:	12	12	12
Surgical Technology Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	12	12	12
Part-Time Enrollments:	0	0	0
Completions:	12	12	12

Financial / Budgetary Information: The program will be supported by student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$45,000	-	-
Administrator Costs	-	-	-
Other Personnel costs (PT adjunct)	\$10,000	-	-
Equipment Costs	\$20,000	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (specify)	-	-	-
TOTAL NEW COSTS	\$75,000	\$0	\$0

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	0	0	0	0
Existing Faculty	0	1	1	1	1	1

Highland Community College
Mechatronics A.A.S. degree (60 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment as industrial maintenance technicians with skills in the installation, maintenance and repair of a variety of heavy electronics and mechanical equipment.

Catalog Description: Mechatronics Degree graduates enter industry with a broad range of skills in demand by local and regional employers. In addition to experience with electricity and electronics, pneumatics and hydraulics, sensors and motors, and tool usage, graduates will be versed in welding, machining, and other manufacturing processes, as well as troubleshooting as it relates to industrial equipment. The degree includes health and safety instruction and an internship (workplace experience) where students will develop skills while applying their maintenance knowledge.

Curricular Information: The degree requires 15 credit hours of general education coursework, 40 credit hours of career and technical education coursework, one (1) credit hour of technical electives, and four (4) credit hours in work-based learning. The career and technical component includes instruction in print reading & inspection, electronic principles, devices & circuits, introductory & advanced levels of programmable logic controllers, equipment maintenance skills, machine processes, general pneumatics, motors & controls, general hydraulics, introductory automation, introductory welding, intermediate welding & fabrication, occupational safety, health & safety topics, and a required work-based learning experience in industrial maintenance. Assessment of student learning will be achieved through a comprehensive written exam and evaluation of the student’s performance during the work-based learning experience by program faculty & worksite supervisor.

Accrediting Information: *N/A*

Supporting Labor Market Data: According to the Illinois Department of Employment Security (IDES), employment of “industrial machinery mechanics” is expected to increase by 22.8%, and for related occupations in industrial electronics & mechanics installers & repairs an increase between 4.35-8.68% statewide through the year 2022. The college currently offers related programs in wind turbine technology and manufacturing. The proposed program will provide cross-training and educational ladder opportunities for students interested in pursuing this field of study.

Table 1: Employer Partners

Employer	Location
Danfoss	Loves Park, IL
Ultrasonic Power	Freeport, IL
Berner Foods, Inc.	Dakota, IL
Tri-Star Metals	Freeport, IL
Colony Brands, Inc.	Savanna, IL
Elkay Manufacturing	Lanark, IL

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Table 2: Enrollments

Mechatronics AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	2	3	6
Completions:	0	7	10

Financial / Budgetary Information: All facilities are in place to adequately support the program. No new costs are anticipated to implement and operate the program over the next three years. Equipment and classroom supplies will be shared or donated by employer partners. The program is fiscally supported through tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$0	\$0	\$0

Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	3	0	3	0	3	0

Rend Lake College
Computer Programming A.A.S. degree (64 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment as computer programmers in a variety of business environments. The college was granted temporary approval to offer this program beginning in Fall 2001 and it has been in operation for over ten years.

Catalog Description: This two-year program leads to the Associate in Applied Science Degree in Computer Programming. It is designed to provide students with the necessary information and skills to seek entry-level employment as a computer programmer in a business environment. Graduates will be prepared to assist and/or participate in the software development process of common business applications such as, but not limited to: user interface, database access and manipulation, report generation and web page design. **Total = 64 Hours**

Curricular Information: The degree requires 18 credit hours of general education coursework, 42 credit hours of career and technical education coursework, and four (4) credit hours of technical electives. The career and technical component includes instruction in introductory computers, introductory through advanced levels of programming with Visual Basic, introductory HTML, Microsoft Access database design, discrete structures, network fundamentals, SQL server database design, web application development, system analysis and design, network fundamentals and a capstone project or work-based learning experience.

Justification for Credit hours required for the degree: The 64 credit hour curriculum is designed to provide students with the background in technical skills and general studies necessary for a career in computer programming or software development. The job market indicates potential employees must possess diverse technical skills covering desktop applications; internet based applications, and advanced databased management. The curriculum has been designed in collaboration with industry and advisory committee input to meet the demands of the evolving technology dependent workplace. At the most recent advisory committee meeting in Fall 2015 the committee suggested adding enterprise level database skills. Lessening the proposed credit hours would create a weakness in student capabilities and/or employability.

Accrediting Information: *N/A*

Supporting Labor Market Data: According to the Illinois Department of Employment Security (IDES), employment of “computer programmers” is expected to increase by 13.5% statewide through the year 2022. The college indicates completers have remained steady between 2-3 students per year since the third year of operation. Placements rates have been high for completers, however many students find employment before completing their degree. Locally, the job market for computer programmers has been good.

Table 1: Employer Partners

Employer	Location
American Building Products	Salem, IL
Natural Enrichment Industries	Herrin, IL
Sun Transformer LLC	McLeansboro, IL
Patterson Dental	Effingham, IL
CDM Smith	Carbondale, IL
ARDL	Mt. Vernon, IL
Continental Tire North America	Mt. Vernon, IL

Table 2: Enrollments

Computer Programming AAS	First Year	Second Year	Third Year
Full/Part-Time Enrollments:	13	19	20
Completions:	0	2	3

Financial / Budgetary Information: All facilities are in place to adequately support the program. New costs anticipated to maintain the program over the next three years are related to instructional supplies. The program is fiscally supported through tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	\$572	\$100	\$100
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$572	\$100	\$100

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	1	1	1	1	1	1

Rend Lake College

Office Systems Technology Specialist A.A.S. degree (64 credit hours)

Office Technologies Assistant Certificate (30 credit hours)

Program Purpose: The purpose of Office Systems Technology Specialist degree is to prepare students to enter the workplace as not only an administrative assistant but as an assistant trained in the latest technology such as information managing software, web page editors, and social media. Along with these key technology areas of focus, students will also be taught word processing, spreadsheet, database, and presentation software. The purpose of the certificate is to allow non-degree seeking students the opportunity to increase their office-technology skill level and be prepared to enter the workforce after completing only two semesters. The entire certificate articulates towards completion of the degree.

Catalog Description:

Office Systems Technology A.A.S. and Office Technologies Assistant Certificate: The two-year **Office Systems Technology Specialist** curriculum is designed to provide students with the background in technical skills and general studies necessary for a career as an administrative assistant, technical services associate, or similar position. Students will focus on the concepts and methods used to organize and manage information as well as the development or enhancement of skills necessary to effectively implement technology into the office and/or business setting. Technologies include but are not limited to word processing, spreadsheet, database, and presentation software, information managing software, web page editors, and social media.

Total = 64 Hours

The **Office Technologies Assistant certificate** program is designed to provide students with the introductory skills necessary to work as an office assistant. The curriculum will introduce various skills and technologies required for an entry-level position in an office/business setting and suitable for the student not wishing to pursue a degree. **Total = 30 hours**

Curricular Information: The degree consists of 15 credit hours of general education coursework and 49 credit hours of career and technical education coursework. The career and technical component includes instruction in introductory and advanced keyboarding speed and accuracy, data entry, records management, beginning and intermediate levels of Microsoft Office applications (Word/Excel/Access/Powerpoint), Quickbooks accounting, office accounting, office procedures and technology, integrating technologies, business communications, work ethics, and a required work-based learning experience in an office setting. The Certificate includes 30 credit hours of total coursework comprised of a subset of content included in the degree. The certificate was developed to ladder into the degree curriculum.

Justification for Credit Hours required for the degree: This 64-credit hour degree curriculum is designed to provide students with the background in technical skills and general studies necessary for a career as an administrative assistant, technical services associate, or similar position. The job market indicates that potential employees must possess strong technology skills in addition to strengths in information organization, work ethics, keyboarding, and other office-based skills. The curriculum has been designed to meet the demands of the job market and the evolving, technology-dependent workplace.

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), employment of “Secretaries and Administrative Assistants” is expected to increase by 9.1% statewide and between 4-6.9% regionally.

Table 1: Employer Partners

Employer	Location
Christopher Rural Health Planning Corporation	Christopher & Sesser, IL Mt. Vernon, IL
Williamson Asia Interior Design	Mt. Vernon, IL
Crossroads Physician Corporation	Tamaroa, IL
Tamaroa Grade School	Pinckneyville, IL
Pinckneyville Health Department	Pinckneyville, IL
Pinckneyville Hospital	

Table 2: Projected Enrollments

Office Systems Technology Specialist AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	4	4	4
Completions:	9	10	12
Office Technologies Assistant Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	6	8	10
Part-Time Enrollments:	2	2	2
Completions:	7	8	10

Financial / Budgetary Information: All equipment and facilities are in place to adequately support the programs. programs will be fiscally supported by student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel costs (specify positions)	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (specify)	-	-	-
TOTAL NEW COSTS	\$0	\$0	\$0

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Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	0	0	0	0	0
Existing Faculty	2	0	2	0	2	0

Harper College
Massage Therapy Certificate (34 credit hours)

Program Purpose: The certificate program will prepare individuals for entry-level employment as licensed massage therapists.

Catalog Description: This 34 credit-hour program prepares the graduate to be a Massage Therapist and sit for the required National Board Exam. A Massage Therapist manipulates soft tissue to promote wellness, flexibility, and healing of the body, mind, and spirit. Massage Therapists are employed in diverse environments from chiropractic and rehabilitation settings to beauty and health spas. Many therapists own their own businesses as well as travel to on-site locations. Part time supplemental employment as well as full time careers are possible in this diverse profession.

The Massage Therapy profession requires that the therapist uphold high ethical standards and practices. Therapeutic massage requires close contact with clients, students in this program are expected to demonstrate professionalism, and comply with the ethical standards of the profession during their treatment of clients.

Students interested in entering the field must meet the requirements set by the Illinois Department of Financial and Professional Regulation (IDFPR): 18 years of age, high school graduate or equivalent (GED), and successfully pass a criminal background check. Successful completion of MTP 100 – Introduction to Massage Therapy is also required for admission to the program. Graduates must pass the Massage Board Licensing Exam (MBLEx) and apply for licensure with the Illinois Department of Financial and Professional Regulation.

Curricular Information: The curriculum consists of 34 credit hours of required career and technical coursework, including a work-based learning experience. Coursework includes introduction to massage therapy, massage practice fundamentals, introductory and intermediate levels of massage therapy foundations, introductory and intermediate levels of massage therapy: structure and function, introductory and intermediate levels of integrative palpation techniques, pathology for massage therapists, movement analysis and applied therapies, hydrotherapy and introduction to clinic, massage practice development, and a massage therapy clinical experience. The college currently operates a massage therapy clinic and has previously offered this training as a non-credit offering. The curriculum will prepare graduates for the Massage Board Licensing Exam (MBLEx) and required licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Justification for Credit hours required for the degree: The newly developed Massage Therapy Certificate curriculum was designed to prepare students for entry-level competency upon completion of the program. To confirm excellence in curricular design and instruction, the Harper College Massage Therapy department will seek programmatic accreditation from the Commission on Massage Therapy Accreditation (COMTA). As such, the massage therapy curriculum was created to meet the COMTA standards in six general competency areas. The requirement for curriculum consistent with the expectations of the industry-recognized accreditor necessitates a 34 credit hour certificate program.

Accrediting Information: The college will be seeking accreditation for the program through the Commission on Massage Therapy Accreditation (COMTA) upon approval by ICCB.

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), employment of “massage therapists” is expected to increase by 30.5% statewide through 2022.

Table 1: Projected Enrollments

Massage Therapy Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	0	0	0
Part-Time Enrollments:	24	48	48
Completions:	0	24	24

Financial / Budgetary Information: Minimal costs are projected to support the program during the first three years as all necessary faculty is currently in place from the existing offerings. The program will be fiscally supported through student tuition and fees.

Table 2: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other: Prof Development	\$200	\$200	\$200
TOTAL NEW COSTS	\$200	\$200	\$200

Table 3: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	1	3	1	3	1	3

INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Permanent Program Approval

College of DuPage

- Sustainable Urban Agriculture Certificate (28 credit hours)

Elgin Community College

- Basic Operations Fire Fighter Certificate (24 credit hours)

John A. Logan College

- Home Performance Specialist Certificate (25 credit hours)

Shawnee Community College

- Diesel Technology Certificate (29 credit hours)

Harold Washington College

- Accounting Clerk Certificate (26 credit hours)

Temporary Program Approval

Parkland College

- Interactive Design Certificate (24 credit hours)

Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

College of DuPage

- Eye Care Assistant Certificate (33 credit hours)
- Landscape Contracting & Management A.A.S. degree (71 credit hours)
- Sustainable Urban Agriculture A.A.S. degree (64 credit hours)

BACKGROUND

College of DuPage

Eye Care Assistant Certificate (33 credit hours)

Program Purpose: The certificate program will prepare individuals for entry-level employment as optometry/ophthalmic assistants in a variety of healthcare settings.

Catalog Description: The Eye Care Assistant certificate is designed to prepare students for entry-level positions as assistants in optometrist/ophthalmology practices. Under the supervision of a licensed eye care professional, eye care assistants render support services and aid in the treatment of eye conditions and diseases. Graduates will be prepared to sit for the certification examination administered by the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO).

Curricular Information: The curriculum consists of required 33 credit hours career and technical coursework. The career and technical component includes instruction in medical terminology, anatomy and physiology, anatomy and physiology with cadaver, and introduction, intermediate and advanced levels of eye care assisting. The curriculum is based on standards outlined by the JCAHPO and will prepare graduates for national credentialing as a Certified Ophthalmic Assistant (COA).

Justification for Credit hours required for the degree: The Eye Care Assistant certificate program is 33 credit hours, which includes (two levels of) Anatomy & Physiology and Medical Terminology. The certificate program also prepares students to become an eye care assistant/ophthalmic assistant which requires specific coursework according to the accrediting body. The required course work that will enable students to sit for the national exam equates to more than 30 credit hours.

Accrediting Information: The college has submitted the necessary materials for accreditation through the Commission on Accreditation of Ophthalmic Medical Programs (CoA-OMP).

Supporting Labor Market Data (including employer partners): Labor market information, provided by the college, is supportive of the interest in and need for this program. According to the Illinois Department of Employment Security (IDES), employment of “ophthalmic medical technicians” is expected to increase by 21.1% statewide through 2022.

Table 1: Employer Partners

Employer	Location
Wheaton Eye Care	Wheaton, IL
Fox Valley Ophthalmology	St. Charles, IL
Hauser-Ross Eye Institute	Sycamore, IL
Kovach Eye Institute	Elmhurst, IL
Spectrios Institute for Low Vision	Wheaton, IL
Midwestern University	Downers Grove, IL
Dr. Natalie Cepynsky	Wheaton, IL

Table 2: Projected Enrollments

Eye Care Assistant Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	0	0	0
Completions:	7	9	11

Financial / Budgetary Information: Program accreditation requires qualified adjunct faculty must hold at least certificate in Ophthalmology Assisting, hold an active COA credential or higher, five years related work experience and one year teaching experience. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$30,000	\$35,000	\$40,000
Administrator Costs	-	-	-
Other Personnel Costs (mileage for clinical visits)	\$1,500	\$1,500	\$1,500
Equipment Costs	\$3,000	\$2,000	\$0
Library/LRC Costs	\$3,000	\$0	\$0
Facility Costs	\$0	\$0	\$0
Other: Guest Speakers	\$3,600	\$3,600	\$3,600
TOTAL NEW COSTS	\$41,100	\$42,100	\$45,150

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	5	0	0	0	0
Existing Faculty	0	0	0	5	0	5

College of DuPage

Landscape Contracting and Management A.A.S. degree (71 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment or advancement within the field of horticulture, specifically landscape design.

Catalog Description: The Landscape Contracting and Management program develops a student's ability to design, implement, and maintain landscape projects. Students build professional skills in plant healthcare, design, estimating, installation, project management and sustainable landscaping.

Curricular Information: The degree requires 19-20 credit hours of general education coursework, 49 credit hours of career and technical education coursework, and three (3) credit hours of technical electives. The career and technical component includes instruction in introductory horticulture, soils and fertilizers, irrigation and water mater management, landscape design, 3D landscape design, computer-aided drafting for landscape design, landscape construction, landscape maintenance, landscape estimating and bidding, horticulture business, turf science and management, disease of ornamental plants, insects of ornamental plants, landscape plants, OSHA 10-hour landscape safety certification, and a required work-based learning experience. Assessment of student learning will be achieved through evaluation of a student portfolio and a final project by program faculty, as well as through observation of workplace skills by the worksite supervisor during the work-based learning experience.

Accrediting Information: The curriculum was developed according standards for accreditation through the National Association of Landscape Professionals (NALP) and will prepare graduates for various optional credentialing through the Illinois Landscape Contractors Association (ILCA) and the Irrigation Association. Accreditation will be for seven years, until the year 2022, at which time another review will be required.

Justification for credit hours required: The program includes 71 credits including new requirements identified by the NALP accreditation team as necessary components for adequate preparation in this field. These accreditation standards are set forth by the NALP appointed Landscape Contracting Accreditation Board (LCAB). New courses have been developed and approved to address OSHA and Landscape Estimating and Bidding. Additionally, per NALP requirements, a course in Economics has been included in the curriculum. A requirement of the accreditation is to create an identifiable AAS landscape track that ensures each student meets the NALP standards. This will not affect other certificates or subject areas or the general horticulture degree. The proposed A.A.S. degree is comparable in content and credit hours to existing Landscaping Management degree curricula at Kishwaukee College, Triton College, Parkland College and Joliet Junior College and meets administrative rule requirements.

Supporting Labor Market Data: According to the Illinois Department of Employment Security (IDES), employment of “landscape and lawn service managers and supervisors” is expected to increase by 11%, and employment of “landscaping and grounds keeping workers” is expected to increase by 13.1% statewide through the year 2022. According to the NALP, industry hires 300,000 employees each year. The majority of those jobs only require an Associate’s Degree with specialized training.

Table 1: Employer Partners

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Employer	Location
Shady Hill Gardens	Elburn, IL
Ball Horticultural	West Chicago, IL
Hausermann's Greenhouses	Addison, IL
Schaefer's Greenhouse	Montgomery, IL
Cantigny Grounds & Greenhouses	Winfield, IL
The Morton Arboretum	Lisle, IL
Midwest Groundcovers	St. Charles, IL
The Conservation Foundation	Naperville, IL
Sebert Landscape Company	Bartlett, IL
Russo Power Equipment	Shiller Park, IL
EarthStone Midwest	Shiller Park, IL
Garfield Park Conservatory	Chicago, IL
Echo Factory	Lake Zurich, IL
Pottawatomie Golf Course	Glencoe, IL
Sugar Creek Golf Course	Villa Park, IL
Patten CAT	Elmhurst, IL

Table 2: Enrollments

	First Year	Second Year	Third Year
Full-Time Enrollments:	15	20	25
Part-Time Enrollments:	25	30	35
Completions:	0	10	20

Financial / Budgetary Information: The proposed program will require two (2) existing full-time, 20 existing part-time, and one (1) new part-time faculty. The program will be fiscally supported through tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$9,000	\$9,000	\$9,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$30,000	\$10,000	\$10,000
Library/LRC Costs	\$300	\$300	\$300
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$39,300	\$19,300	\$19,300

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	0	0	0	0
Existing Faculty	2	20	2	21	2	21

College of DuPage

Sustainable Urban Agriculture A.A.S. degree (64 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment in areas related to environmental and sustainable agriculture, such as horticulture, nursery operations, agriculture education and food production.

Catalog Description: The sustainable urban agriculture program offers a hands-on approach to becoming a professional in the field of urban farming and sustainable urban agriculture. The goal of the program is to help society improve the health of its environment, food, and communities; give students practical experience working with professional urban farmers and faculty; and teach students how to critically analyze historical and current food systems to offer more sustainable solutions. The program includes management and marketing techniques for urban agriculture food production systems.

Curricular Information: The degree requires 19-20 credit hours of general education coursework, 43 credit hours of career and technical education coursework, and two (2) credit hours of technical electives. The career and technical component includes instruction in ecology, water science, soils and fertilizers, introductory horticulture, water use and conservation in landscaping, OSHA 10-hour Landscape Safety certification, sustainable landscape design, introductory green roofs, greenhouse operations and procedures, introductory sustainable urban agriculture, principles of agroecology, sustainable urban vegetable and herb production, urban agriculture issues, hydroponic and aquaponic production systems, local foods, introductory composting, business principles for sustainable agriculture, and a required work-based learning experience in the field. Assessment of student learning will be achieved through evaluation of a student portfolio and final project by program faculty, and observation of skills by the worksite supervisor during the work-based learning experience.

Justification for credit hours required: The Sustainable Urban Agriculture AAS degree structure is based on a proposed 2+2 or 3+1 transfer agreement through Loyola University in Chicago and the course work a student would need to transfer into their baccalaureate degree program. This also puts the degree in line with course work and credit hours required at other community college programs offering a Sustainable Urban Agriculture AAS degree such as Triton and the College of Lake County.

Accrediting Information: *N/A*

Supporting Labor Market Data: According to the Illinois Department of Employment Security (IDES), employment of “landscaping and groundskeeping workers” is expected to increase by 10%. The college currently offers related programs in horticulture and agriculture. The proposed program will provide specialized cross-training and educational ladder opportunities for students interested in pursuing this field of study.

Table 1: Employer Partners

Employer	Location
Green Earth Institute	Naperville, IL
Tempel Farms Organics	Old Mill Creek, IL
The Conservation Foundation	Naperville, IL
DuPage County Farm Bureau	Carol Stream, IL

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Forest Preserve District of DuPage County	DuPage County, IL
The GardenWorks Project	St. Charles, IL
Mama Squash Market	Villa Park, IL
The Resiliency Institute Suburban Permaculture	Naperville, IL
Chicago Roots Hydroponics & Organics	Chicago, IL
Midwest Hydrogenics	Streamwood, IL
Urban Till	Chicago, IL
The Plant	Chicago, IL
Organics of Chicago	Chicago, IL
Barrington Natural Farms	Barrington, IL
Three Plaid Farmers	Winfield, IL
Wellhausen Farms	Wheaton, IL

Table 2: Enrollments

Sustainable Urban Agriculture AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	10	12	14
Part-Time Enrollments:	30	40	50
Completions:	0	10	20

Financial / Budgetary Information: Classroom facilities are in place to adequately support the program. Additionally, the college plans on building an operational sustainable urban farm lab. New costs related to faculty, program support, equipment and supplies are anticipated to implement and operate the program over the next three years. The program will be fiscally supported through tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$18,000	\$18,000	\$18,000
Administrator Costs	-	-	-
Other Personnel costs (PT Lab Aide & PT Student Worker)	\$23,400	\$23,400	\$23,400
Equipment Costs	\$20,000	\$10,000	\$8,000
Library/LRC Costs	\$600	\$600	\$600
Facility Costs (Farm Lab)	\$220,000	-	-
Other (supplies)	\$10,000	\$10,000	\$10,000
TOTAL NEW COSTS	\$292,000	\$62,000	\$60,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	2	0	0	0	0
Existing Faculty	2	1	2	3	2	3

Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Harold Washington College

- Paralegal Studies A.A.S. degree (63 credit hours)

BACKGROUND

Harold Washington College Paralegal Studies A.A.S. degree (63 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment as paralegals in a variety of legal and business settings.

Catalog Description: This AAS in Paralegal Studies provides students with opportunities to develop basic skills in preparation for entry-level legal employment positions in a profit or not-for-profit organization.

Curricular Information: The degree requires 18 credit hours of general education coursework, 36 credit hours of career and technical education coursework, and nine (9) credit hours of technical electives. The career and technical component includes instruction in introductory paralegal studies, civil litigation, family law, introductory and intermediate levels of legal research and writing, business law for paralegals, real estate law for paralegals, criminal law for paralegals, tort law, wills/trusts & probate, microcomputer applications, and a work-based learning experience in a law office. Technical elective options offer students the opportunity to broaden their knowledge in the areas of elder law, environmental law, or immigration law. Assessment of student learning will be achieved through evaluation of an American Associate of Paralegal Educators (AAfPE) core competencies checklist.

Justification for credit hours required: The program was designed to prepare students towards the AAfPE core competencies and meet ABA accreditation requirements. Currently, this program is being offered at Wright College. This program is a successful, ABA accredited degree with a proven record for placing students into jobs. In offering at Harold Washington College, City Colleges Administration felt it was academically sound to maintain the rigor of the curriculum and maintain the six elective hours. The prescription within the elective hours offer a balance between additional specialization in an area of law (elder, environmental, immigration, etc.) and a practical component (internship, computers in legal environments), as recommended in the core competencies. This program is comparable to programs offered for similar credit hours across the state and meets administrative rule requirements.

Accrediting Information: The college developed the program according to American Bar Association standards. Accreditation with the ABA cannot be applied for until the first graduates have completed the program, approximately two-years after they begin their studies. The college has already begun the formal accreditation application process.

Supporting Labor Market Data: According to the Illinois Department of Employment Security (IDES), employment of “paralegal and legal assistants” is expected to increase by 17.5% statewide through the year 2022.

Table 1: Employer Partners

Employer	Location
Exeter Group	Chicago, IL
Arnstein & Lehr LLP	Chicago, IL
Charles Krugel, Attorney & HR Counselor	Chicago, IL
Prinz Law Firm	Chicago, IL

Table 2: Enrollments

Paralegal Studies AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	20	20	20
Part-Time Enrollments:	15	15	15
Completions:	0	20	20

Financial / Budgetary Information: Classroom facilities are in place to adequately support the program. Faculty and necessary classroom supplies will be transferred from the existing program at Wilbur Wright College. No new costs to implement the program are anticipated over the first three years. The program will be fiscally supported through tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$0	\$0	\$0

Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	3	2	3	2	3	2

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2011 through 2015 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2015, John A. Logan College underwent a targeted recognition evaluation to address issues specifically identified during their fiscal year 2014 evaluation, which resulted in the status of *Recognition Continued-with Conditions*. The follow-up evaluation included staff evaluation of both academic and financial issues. Subsequent to the visit, the ICCB staff determined that previously identified issues had been sufficiently addressed. This agenda item presents the staff recommendations for John A. Logan. Should the following motion be adopted by the Board, the next recognition visit for John A. Logan will occur during the regularly scheduled recognition cycle. The agenda item also provides background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of
“recognition continued” to the following districts:

John A. Logan College

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the *Public Community College Act* and *ICCB Administrative Rules*; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions – The district does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.

Illinois Community College Board

**ILLINOIS HIGH SCHOOL EQUIVALENCY TRANSCRIPT
FEE PROPOSED INCREASE**

For over 15 years, the cost of Illinois High School Equivalency (ILHSE) Official Transcript fee has been \$3.00. In the Midwest, the official transcript fees assessed to an individual taking any of the approved High School Equivalency (HSE) exams ranges from \$10.00 to \$20.00 for an official transcript, and in most large states the average price of an official transcript is approximately \$15.00. There are cases in which a test-taker may need an ILHSE Official Transcript for employment and/or educational purposes. In addition and upon approval of the test-taker, employment verification companies request official verification for employers as a final step in the hiring process. Unofficial transcripts are available at no cost and an individual test-taker can access those via the appropriate HSE vendor website using appropriate credentials.

The Illinois Association of Regional Superintendents of Schools (IARSS) submitted a request to the Illinois Community College Board (ICCB) to increase the cost of the ILHSE Official Transcript fee over a three year period to \$10.00. The ICCB staff has researched the fee charged in other states for an official transcript and confirms that the fee increase recommended by the IARSS is reasonable and is within the range of fees assessed in other states.

RECOMMENDED ACTION

The Illinois Community College Board hereby approves the proposed request of the Illinois Association of Regional Superintendents of Schools (IARSS) in collaboration with the Illinois Community College Board staff to enact the following recommendation of an increase of the ILHSE Official Transcript fee:

- On July 1, 2016, the ILHSE Official Transcript fee will increase from \$3.00 per ILHSE Official Transcript to \$6.00 per transcript.
- On July 1, 2017, the ILHSE Official Transcript fee will increase from \$6.00 per ILHSE Official Transcript fee to \$8.00.
- On July 1, 2018, the ILHSE Official Transcript fee will increase from \$8.00 per ILHSE Official Transcript fee to \$10.00.
- Un-official transcripts may be obtained by the test-taker from the HSE vendor at no additional cost.

Agenda Item #11.1
June 3, 2016

UNAPPROVED

Minutes of the 417th
Meeting of the
Illinois Community College Board

Forest View Administration Center
District 214 Central Office
D214 Board Conference Room
2121 South Goebbert Road
Arlington Heights, IL

March 18, 2016

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 18, 2016 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lazaro Lopez called the Board meeting to order at 9:01 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Terry Bruce, Teresa Garate, Cheryl Hyman, Nick Kachiroubas, Suzanne Morris, Ann Kalayil, Doug Mraz and student Board member Stephanie Torres. Board members Guy Alongi and Jake Rendleman were absent. A quorum was declared.

Item #2 – Announcements and Remarks by Lazaro Lopez, Board Chair

Chair Lopez took a moment to acknowledge and welcome the newly appointed newly appointed members, Nick Kachiroubas, Ann Kalayil, and Douglas Mraz.

Chair Lopez also mentioned that he will be consulting with Dr. Anderson on a new Board committee structure and will distribute it at the June Board meeting.

Item #3 – Board Members Comments

Nick Kachiroubas stated the ICCB has done a good job of, and should continue to, strengthening the community college system even with the budget crisis and state issues.

Douglas Mraz stated he is looking forward to reviewing the articulation agreements between the community colleges and universities. There needs to always be communication between the community colleges and universities in order to keep these articulation agreements updated, especially with changes in curriculum.

Ann Kalayil stated she is excited to be a part of the many opportunities to strengthen the Illinois Community College System even more.

Item #4 – Executive Director Report

Dr. Karen Hunter Anderson took a moment to welcome new Board members Nick Kachiroubas, Ann Kalayil, and Douglas Mraz. Dr. Anderson also thanked Chair Lopez for representing ICCB on the IL Disadvantaged Youth Task Force.

There has been an issue with apprenticeship programs that the ICCB staff has addressed with the Higher Learning Commission (HLC). HLC has shut down a few of our apprenticeship programs, but they are following requirements that are inconsistent from state to state. The ICCB staff is working with the HLC staff to discuss and hopefully correct these inconsistencies through a statewide agreement with HLC. Once completed, the ICCB staff will bring the agreement to the Board for review.

The ICCB continues to work with the community colleges on how to deal with the state budget crisis. Multiple colleges, such as Kishwaukee Community College and John A. Logan College, have had numerous lay-offs. Many community colleges have had to increase tuition, and the East St. Louis (ESL) Higher Education Center will run out of funding in June 2016. The ICCB is working with the surrounding colleges to help ESL with program continuity.

The ICCB staff continue to respond negatively to any legislation that have unfunded mandates. The ICCB has suspended most travel monitoring visits and are limited to desk monitoring. The office is also running extremely low on paper, out of postage and light bulbs.

Dr. Anderson concluded her remarks by stating that Nathan Wilson, Senior Director of Research and Policy Studies, has eliminated three data submissions that used to be required from the community colleges to the ICCB, which also aligns with ICCB Board Goal number two.

Item #5 - Committee Reports

Item #5.1 – Fiscal, Personnel, Ethics and Conflict of Interest

The committee convened on Friday, March 18 at 8:15 a.m. The below items were discussed:

- Financial Statements: Fiscal Year 2016
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds
- Information Item: Summary of Capital Projects Approved by the Executive Director during 2015
- 2017 Community College System Budget-as recommended by the Governor

- Fiscal Year 2017 Budget Overview

The state is still deadlocked on the budget of fiscal year 2016. This is a major issue for the community colleges, students, and even at the agency level. Dr. Anderson mentioned that the ICCB is monitoring enrollments, which are up. The Governor's Office and legislature are currently discussing fiscal year 2017.

Board member Terry Bruce stated that the Board should start looking toward the future. The HLC will be conducting their accreditation visits to the community colleges, which is a very expensive visit incurred by the community colleges. The outcome will leave most of the colleges as non-accredited due to the lack of funding by the state. Mr. Bruce also stated that his college, Illinois Eastern Community College, has recently cut five million dollars from their budget and currently plan on staying in operation.

Item #6 – Agency Updates

Brian Durham, Deputy Director for Academic Affairs, provided an update on Developmental Education efforts in the state of Illinois.

Jennifer Foster, Deputy Director for Adult Education and Workforce Development, provided updates on the Workforce Innovation and Opportunity Act and the High School Equivalency.

ILLINOIS WORKFORCE INNOVATION AND OPPORTUNITY (WIOA) ACT

The Illinois Workforce Innovation and Opportunity (WIOA) Act Unified Plan is designed to provide a vision of the Governor's integration of workforce, education and economic development policy while also serving as a federal compliance document for the United States Departments of Labor and Education under the federal Workforce Innovation and Opportunity Act (WIOA). The Unified Plan outlines the vision, principles and goals for the integration of workforce, education and economic development programs for the State of Illinois.

Timeline for approval and submission of the Unified State Plan:

The Unified State Plan is due on April 1, 2016 to the Departments of Education and Labor. A federal portal has been created to submit the plan and all of the required elements. Members of the general public were provided the opportunity to submit comments on the draft Unified State Plan through a 30-day public comment period beginning January 25, 2016 through February 24, 2016. Approximately 20 comments were received and reviewed by the appropriate core partners. If applicable, the comments were incorporated into the Unified State Plan. The State Workforce Board reviewed and provided comment on the draft Unified Plan on February 25, 2016 and authorized the Executive Committee to review and approve the final plan on, March 21, 2016. An ICCB staff member participates as part of the Executive Committee.

HIGH SCHOOL EQUIVALENCY

Timeline: Addition of HiSET[®] and TASC[™]:

- March 20, 2015: Illinois Community College Board approves two new high school equivalency exams, HiSET[®] and TASC[™], based on IL High School Equivalency Taskforce recommendations.

- January 11, 2016: TASC™ State Memorandum of Understanding (MOU) is fully approved by both Illinois Community College Board (ICCB) and DRC/CTB.
- January 13, 2016: HiSET® State MOU is fully approved by both ICCB and ETS.
- January 20, 2016: Testing centers receive the HiSET® and TASC test center MOUs to review.
- *January to Present:* Testing centers are completing MOUs, which are approved by HSE State Administrator, Jennifer Foster, and forwarded to the respective vendor(s). Approved testing centers are in the process of completing necessary vendor requirements and training.
- March 30, 2016: Regional HiSET® training for Central testing centers
- March 31, 2016: Regional HiSET® training for Southern testing centers
- April 1, 2016: Regional HiSET® training for Northern testing centers
- Mid-April 2016 -May 1, 2016: Rollout anticipated for HiSET®; TASC™ TBA
- May 9, 2016: ILHSE database update anticipated to credential students passing HiSET® or TASC™ or Plan B is implemented, which is a manual process.

Current Active Testing Sites: *Note: HiSET® and TASC™ testing centers are expected to go live for the new exams in May, 2016.*

There are currently **146** high school equivalency testing centers in Illinois.

- Sites offering only GED®: 85
- Sites offering only TASC™: 3
- Sites offering only HiSET®: 4
- Sites offering both TASC™ and HiSET®: 5
- Sites offering both GED® and HiSET®: 32
- Sites offering both GED® and TASC: 6
- Sites offering all three exams: 11

IL Alternative Methods of Credentialing Taskforce

The ICCB directed the staff to create a taskforce to investigate alternative methods of credentialing for high school equivalency. This directive was based on a recommendation from the IL High School Equivalency Taskforce.

The Alternative Methods of Credentialing Taskforce will consist of approximately 25 members, including representatives from ICCB staff, Adult Education providers, Testing Centers, Regional Office of Education Superintendents, college personnel, and other interested individuals.

The taskforce is expected to review three alternative methods of credentialing for high school equivalency:

- National External Diploma Program – CASAS
- Excel High School
- High School Equivalency Diploma Options– a mixed model method utilized in the State of Wisconsin

ICCB staff began outlining potential taskforce members in January 1, 2016. These members have been contacted to participate.

The taskforce will meet on the following dates:

- March 21, 2016
- May 23, 2016
- August 11, 2016
- October 6, 2016

Recommendations from the taskforce are tentatively scheduled to be presented at the ICCB meeting on November 18, 2016.

Jeff Newell, Deputy Director for Student Services and Technology, provided an update on the Information Technology Transformation in the State. State CIO Hardik Bhatt has laid out a vision for the Information Technology's (IT) Transformation in Illinois state government. Illinois is a top five (5) state in IT spending and bottom 25 percent of states in technological capability. IT Transformation will correct serious IT issues in the state and modernize Illinois' IT infrastructure and the services it provides. Current IT issues in the state that this transformation will address are antiquated systems, cyberattack vulnerability, duplicative systems, and poor service for citizens.

To address this, the state is creating a new department, the Department of Innovation and Technology (DoIT). Governor Rauner signed an Executive Order in January to form DoIT. Both branches of the legislature and both parties are supportive of the move. DoIT begins officially on July 1, 2016. It will create a unified technology direction for state and centralize IT staffing and operations.

It is uncertain at this time how the ICCB will be affected by the formation of DoIT.

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The Board took a break at 10:23 and returned at 10:37 a.m.

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Item #7 – Advisory Organizations

Item #7.1 – Adult Education and Family Literacy Council

Dan Deasy reported that the Council last convened on March 10th. It was established that the Council's number one priority is working on the Illinois Workforce Innovation and Opportunity (WIOA) Act Unified Plan. On May 12th the subcommittees will report out on their recommendations on WIOA.

Item #7.2 – Student Advisory Council

Stephanie Torres, student Board member, stated the Council conducted their final meeting last week and most of the community colleges were represented. The new ICCB student Board member, Ugne Narbutaite from Parkland College, was selected.

The Council discussed financial issues and tried to determine other resources to accommodate the lack of state funding. There was a textbook swap set up that has worked out pretty well so far. The Council also approved a letter that students could address to their legislators requesting the release of operational funding for the Illinois community colleges. On April 20th, SAC will host their Student Advocacy Day.

Ms. Torres will continue on to Northern Illinois University to pursue a degree in Nursing. On behalf of the Board, Chair Lopez thanked Ms. Torres for her service.

Item #7.3 – Illinois Community College Faculty Association (ICCFA)

Allan Levandowski briefly stated that the ICCFA will conduct their next meeting on the afternoon of March 18th. The Association will discuss their 2016 Retreat, which will be held in Springfield in conjunction with the ICCTA conference, and the grant and scholarship proposals that have been received.

Item #7.4 - Illinois Council of Community College Presidents (ICCCP)

Dr. Charlotte Warren, President of Lincoln Land Community College and the President of the ICCCP, stated the ICCCP met last week. During the meeting, the Council approved their Legislative Agenda which includes:

- The community colleges are under local control, not under state control
- The State Budget
- MAP Funding
- Veterans Grants Funding

Senator McGuire and Representative Pritchard were guest speakers during the meeting and explained that there may not be a fiscal year 2016 budget passed at all.

The new officers have been selected:

- President - Tom Ramage, President of Parkland College
- Vice President – John Avendano, President of Kankakee Community College
- Secretary – Lori Sundberg, President of Carl Sandburg College

The Council also discussed the Baccalaureate Degree legislation. This legislation was introduced for only the Baccalaureate in Nursing (BSN), not for the Baccalaureate in Applied Sciences. Therefore, the Council will be modifying their White Paper to reflect this change, and it should be ready within a week. Appropriate tuition will be applied to help with costs. The only added expenses will be those incurred for any courses that are **added** for the BSN.

Dr. Warren concluded by stating the next meeting will be in conjunction with Lobby Day on May 3rd and 4th.

Item #7.5 – Illinois Community College Trustees Association (ICCTA)

Mike Monaghan stated the ICCTA met last week. During the meeting, the Association conducted an awards ceremony to honor the four student winners of the Reel Illinois Contest. The contest was a yearlong, with the students having to submit a video promoting their community colleges. There were two winners in two different categories. Two students were each awarded \$1000 prizes and two other students were each awarded \$500 prizes.

Four community colleges, City Colleges of Chicago, Kishwaukee Community College, Elgin Community College, and Harper College, presented on their colleges' best practices.

During the meeting, the Association approved their Legislative Agenda; number one on the list is the community colleges are under local control, not under state control.

The BSN was also discussed during the meeting. A special committee was formed to review the legislation and will provide their recommendations to the ICCCP next week.

Mr. Monaghan concluded by stating the next meeting will be in conjunction with Lobby Day on May 3rd and 4th. The ICCTA Annual Convention will be held at the beginning of June in Springfield.

Item #8 – 2016 Spring Legislation

Matt Berry, Legislative and External Affairs Liaison, provided the Board with a spring 2016 legislative update that included a list of all the actions of the General Assembly as of March 10th. He then gave a brief presentation touching on a few specific bills that pertain to ICCB and the system.

Item #9 - Alliance for College and Career Readiness at Elgin Community College

Elgin Community College (ECC) began its Alliance for College Readiness in 2006. This presentation provided an overview of the Alliance, briefly described several Alliance projects and their results, and discussed the Partnership Academy, ECC's mentorship work with six Illinois community colleges, assisting these schools in forming their own college readiness partnerships.

This presentation was given by Dr. Libby Roeger, Dean, College Transitions & Developmental Education – Elgin Community College.

Item #10 – New Units

Item #10.1 – Permanent Approval of Joliet Junior College, Lake Land College, Carl Sandburg College, Rend Lake College, Triton College, Harper College

Teresa Garate made a motion, which was seconded by Nick Kachiroubas, to approve the following items:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Joliet Junior College

- Human Services Generalist A.A.S. degree (64 credit hours)
- Human Services Generalist Certificate (39 credit hours)

Lake Land College

- IT: Computer Applications A.A.S. degree (68 credit hours)
- IT: Computer Applications Certificate (30 credit hours)
- IT: Computer Game Development Certificate (30 credit hours)
- IT: Digital Media Specialist Certificate (31 credit hours)
- IT: Programming A.A.S. degree (68 credit hours)
- IT: Programming Certificate (30 credit hours)
- IT: Web Technology A.A.S. degree (68 credit hours)
- IT: Web Technology Certificate (30 credit hours)

Carl Sandburg College

- Process Maintenance Technology A.A.S. (60 credit hours)
- Industrial Mechanical Maintenance Certificate (30 credit hours)

Rend Lake College

- Welding Technology A.A.S. degree (65 credit hours)

Triton College

- Biotechnology Laboratory Technician A.A.S. degree (62 credit hours)

Harper College

- Physical Therapy Assistant A.A.S. degree (69 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Yea	Ann Kalayil	Yea
Teresa Garate	Yea	Doug Mraz	Yea
Cheryl Hyman	Yea	Suzanne Morris	Yea
Nicholas Kachiroubas	Yea	Stephanie Torres	Yea
		Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Item #10.2 – Malcolm X College

Teresa Garate made a motion, which was seconded by Nick Kachiroubas, to approve the following items:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Malcolm X College

- Medical Assisting Certificate (31 credit hours)

Agenda Item #11.1
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A roll call vote was taken with the following results:

Terry Bruce	Yea	Ann Kalayil	Yea
Teresa Garate	Yea	Doug Mraz	Yea
Cheryl Hyman	Abstain	Suzanne Morris	Yea
Nicholas Kachiroubas	Yea	Stephanie Torres	Yea
		Lazaro Lopez	Yea

The motion was approved. Cheryl Hyman abstained. Student Advisory vote: Yea.

Item #10.3 – Frontier Community College

Nick Kachiroubas made a motion, which was seconded by Teresa Garate, to approve the following items:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Frontier Community College

- Graphic Arts and Design Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Graphic Design Certificate (30 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Abstain	Ann Kalayil	Yea
Teresa Garate	Yea	Doug Mraz	Yea
Cheryl Hyman	Yea	Suzanne Morris	Yea
Nicholas Kachiroubas	Yea	Stephanie Torres	Yea
		Lazaro Lopez	Yea

The motion was approved. Terry Bruce abstained. Student Advisory vote: Yea.

Item #11 – Consent Agenda

Nick Kachiroubas made a motion, which was seconded by Suzanne Morris, to approve the consent agenda's following items:

Item #11.1 - Minutes of the January 22, 2016 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the January 22, 2016 meeting as recorded.

Item #11.2 - Minutes of the January 22, 2016 Board Executive Session Meeting

The Illinois Community College Board hereby approves the Executive Session minutes of the January 22, 2016 meeting as recorded.

Agenda Item #11.1
June 3, 2016

A roll call vote was taken with the following results:

Terry Bruce	Yea	Ann Kalayil	Abstain
Teresa Garate	Yea	Doug Mraz	Abstain
Cheryl Hyman	Yea	Suzanne Morris	Yea
Nicholas Kachiroubas	Yea	Stephanie Torres	Yea
		Lazaro Lopez	Yea

The motion was approved. Ann Kalayil and Doug Mraz abstained. Student Advisory vote: Yea.

Item #12 – Consent Agenda

Cheryl Hyman made a motion, which was seconded by Teresa Garate, to approve the consent agenda's following items:

Item #12.1 - Approval of Confidentiality of Executive Session Minutes

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; and November 20, 2015 are to remain confidential. All other Executive Session Minutes are available for public inspection.

Item #12.2 - Approval of Disposal of the Verbatim Recording of Minutes

The Illinois Community College Board hereby authorizes the Board Secretary to destroy all verbatim recordings of minutes from open and closed meetings no less than 18 months after the completion of the meeting.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Ann Kalayil	Yea
Teresa Garate	Yea	Doug Mraz	Abstain
Cheryl Hyman	Yea	Suzanne Morris	Yea
Nicholas Kachiroubas	Abstain	Stephanie Torres	Yea
		Lazaro Lopez	Yea

The motion was approved. Nicholas Kachiroubas and Doug Mraz abstained. Student Advisory vote: Yea.

Item #13 – Information Items

There was no discussion.

Item #13.1 - Fiscal Year 2016 Financial Statements

Item #13.2 - Summary of Capital Projects Approved by the Executive Director During Calendar Year 2015

Item #13.3 - Administrative Rules Changes – PBVS Credits by Community Colleges

Item #14 – Other Business

Chair Lopez stated that the date and/or time of the next Board meeting on June 3rd may need to be changed. More information on the change will be sent to the Board.

Item #15 – Public Comment

There was no public comment.

Item #16 – Executive Session

The Board did not convene into Executive Session.

Item #17 – Executive Session Recommendations

There were no recommendations.

Item #18 – Adjournment

Ann Kalayil made a motion, which was seconded by Doug Mraz, to adjourn the Board meeting at Noon.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Ann Kalayil	Yea
Teresa Garate	Yea	Doug Mraz	Yea
Cheryl Hyman	Yea	Suzanne Morris	Yea
Nicholas Kachiroubas	Yea	Stephanie Torres	Yea
		Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Agenda Item #11.2
June 3, 2016

Illinois Community College Board

CALENDAR YEAR 2017 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2017:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2017 Board Meeting Dates and Locations listed below:

Calendar Year 2017 Board Meeting Dates and Locations

January 20

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

March 17

9:00 a.m. – Triton College, River Grove

June 2*

9:00 a.m. – TBA

July

Subject to Call

September 15

9:00 a.m. – Rock Valley College, Rockford

November 17

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

December

Subject to Call

*June Board meeting is held in conjunction with the ICCTA and Presidents' Council meetings.

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO INTERAGENCY
CONTRACTS/AGREEMENTS**

Each fiscal year the ICCB enters into interagency contracts and agreements for the benefit of the community college system.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2017.

Agenda Item #11.3

June 3, 2016

BACKGROUND

Each fiscal year, the ICCB enters into interagency contracts, memorandums of understanding, and grant agreements for the benefit of the community college system. Examples of annual contracts include Adult Education with the U. S Department of Education, Career and Technical Education agreement with the Illinois State Board of Education, and training grants with the Illinois Department of Transportation and the Illinois Toll Highway Authority.

Since several of the fiscal year 2017 grants and contracts will be negotiated during June, July, and August this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Agenda Item #11.4
June 3, 2016

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS
AMONG LINE ITEMS**

Each year, the Executive Director seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2017 appropriated operating line items, as needed.

BACKGROUND

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer up to two percent of the operating budget among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. Transfers exceeding two percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Agenda Item #11.5
June 5, 2015

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS

ICCB policy requires contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require the Executive Director to notify the Board Chair before execution, and those under \$5,000 require no Board approval or notification. At the beginning of each fiscal year, all known contracts are presented to the Board for approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2017 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	\$536,490	7/1/16 - 6/30/17	Rental of Office Space
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	\$190/hr	7/1/2016 - 6/30/17	Legal
GRF	Alternative Schools Network	\$2,815,800	7/1/2016 - 6/30/17	Sole source provider: Re-Enrollment Appropriation
GED/GRF	General Educational Development –GED® Testing Services, Test Assessing Secondary Completion-CTB McGraw Hill Education, and High School Equivalency Test (HiSet)- Educational Testing Services	\$400,000	7/1/16 - 6/30/17	Sole Source Providers: High School Equivalency Testing Companies
GED/GRF	Turn-Key Solutions International, Inc.	\$120,00	7/1/16 - 6/30/17	Sole Source Provider: High School Equivalency Testing data data submission to feds

Agenda Item #11.5
June 5, 2015

Funding Source	Contractor	Estimated Amount	Contract Period	Description
CTE/GRF	Capital Area Career Center	\$347,000	7/1/16-6/30/17	Specific Legislation to contractor: CTE Nursing Program
CTE/GRF	Career Center of Southern Illinois	\$153,000	7/1/16-6/30/17	Specific Legislation to contractor: CTE Nursing Program
CTE/multi	ISU-IL Center for Specialized Support	\$525,000	7/1/16 - 6/30/17	Program monitoring and staff development, civil rights
CTE	U of I	\$400,000	7/1/16 - 6/30/17	Administration of Carl Perkins federal grant program.
Multiple: federal and state	WIU-Center for Application of Information Technologies	\$675,000	7/1/16 - 6/30/17	Career & Academic Readiness System Hosting of Adult Education data system and I-Pathways and curriculum expansion
Adult Ed	WIU-Central Illinois Adult Education Service Center	\$390,000	7/1/16 - 6/30/17	Staff Development, as required by federal grant
Adult Ed	WIU-Curriculum Publishers Clearinghouse	\$100,000	7/1/16 - 6/30/17	Adult Education instructional materials
Adult Ed	Adult Learning Resource Center	\$689,600	7/1/16 – 6/30/17	Staff Development, as required by federal grant
Adult Ed/+ other grants	SIU-E Southern IL Professional Development Center	\$739,600	7/1/16 - 6/30/17	Accelerating Opportunity and Adult Education-professional development

* Amounts are estimated based on the Fiscal Year 2015 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

Illinois Community College Board

**ADMINISTRATIVE RULES CHANGES
PBVS CREDITS BY COMMUNITY COLLEGES**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

The Career and Workforce Transition Act (Public Act 99-0468) was approved by the Governor on August 26, 2015, and became effective January 1, 2016. The Act requires that a public community college district accept up to 30 credit hours transferred from a non-degree granting institution if a student has completed a program in medical assisting; medical coding; dental assisting; heating, ventilation, and air conditioning; welding; or pharmacy technician. The non-degree granting institution must be regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools (PBVS) Act of 2012 and be nationally accredited by an accreditor approved by the U.S. Department of Education. Under the Career and Workforce Transitions Act, the Board may approve an institution as an institution from which credits may be transferred if all of the following conditions have been met:

- (1) The institution has submitted all proper documentation and application materials that the Board requests;
- (2) The institution has successfully completed a full term of national accreditation without probation, without being denied accreditation, and without withdrawing an application; and
- (3) The Board has verified the institution's good standing during the period of its national accreditation.

The Board is making changes to the ICCB Administrative Rules on Program Definitions and adding new rules on *Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines* in order to carry out its responsibilities under the Career and Workforce Transition Act. The rule changes are being submitted to the Board for discussion only. This will start the comment period for the system. They will be brought to the Board for approval in June and then printed in the *Illinois Register* for the formal public comment process before submission to JCAR for final approval.

Section 1501.301 Definition of Terms

Associate Degree. An "Associate Degree" is an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

Associate in Applied Science Degree. An "Associate in Applied Science Degree" is an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

Associate in Arts Degree. An "Associate in Arts Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

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Associate in Fine Arts Degree. An "Associate in Fine Arts Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

Associate in Engineering Science Degree. An "Associate in Engineering Science Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

Associate in General Studies Degree. An "Associate in General Studies Degree" is an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

Associate in Science Degree. An "Associate in Science Degree" is an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

Branch. A "branch" is an administrative unit of a college that has a continuing educational mission and serves as a secondary instructional site for the college.

Campus. A "campus" is an organized administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college.

Certificate. A "certificate" is an award for satisfactory completion of a series of courses or curriculum of 50 semester credit hours or less.

General certificate. A "general certificate" is an award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or general studies.

Occupational certificate. An "occupational certificate" is an award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field.

College. A "college" is a district's administrative unit that is authorized by the Illinois Board of Higher Education to grant postsecondary-level degrees and certificates, is recognized by the ICCB, and provides a comprehensive program of instruction in accordance with Section 101-2(e) of the Act.

Course. A "course" is a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter.

Curriculum. A "curriculum" is an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

Adult Basic Education. An "Adult Basic Education" curriculum consists of basic skills courses designed to bring students to a competency of eighth-grade equivalency, including English as a Second Language instruction to a level of eighth-grade equivalency.

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Adult Secondary Education. An "Adult Secondary Education" curriculum consists of courses designed to bring students to a competency of twelfth-grade equivalency, including English as a Second Language courses through the twelfth-grade equivalency and General Educational Development (GED) examination preparation.

District Curriculum. A "district curriculum" is a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

General Studies. A "General Studies" curriculum consists of courses designed to meet individual student goals, in the promotion of personal improvement and self-understanding.

Regional Curriculum. A "regional curriculum" is a curriculum approved for offering within a particular region of the state, on the basis of student interest and employment demand within the region.

Remedial Education. A "Remedial Education" curriculum consists of courses in computation, communication (i.e., writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered prior to entry into post-secondary education.

Statewide Curriculum. A "statewide curriculum" is a curriculum approved for offering on the basis of student interest and employment demand statewide.

Educational Agency. An "educational agency" is an agency, corporation, or other defined legal entity which offers instruction.

Extension Center. An "extension center" is an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

Internship/Practicum. An "internship/practicum" is a course of planned and supervised training which allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

Laboratory. A "laboratory" is a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

Principal Site. The principal site is the official mailing address of the college.

Private Business Vocational School (PBVS). A "Private Business Vocational School (PBVS)" means a non-degree granting institution that is regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 and that is nationally accredited by an accreditor approved by the U.S. Department of Education.

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PBVS Eligible Program. This refers to any of the six (6) programs listed in Section 1501.310 c) Acceptance of Credits, 1) – 6).

Public Service. "Public service" consists of noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community, designed to be of service to the public.

Research. "Research" consists of investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply such revised theories.

Secondary School. A "secondary school" shall be used to mean private or parochial secondary school, public secondary school district, or public unit school district.

Unit of Instruction. A "unit of instruction" is any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.

Any existing organized program of study offered at a new geographical location outside of the college district.

Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus, or branch.

Unit of Research or Public Service. A "unit of research or public service" is a college's subdivision such as a division, institute, or center, that administers one (or more) research or public service program.

Vocational Skills. "Vocational Skills" consists of courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry.

Section 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines.

- a) Board Approval. The Board may approve a PBVS Eligible Program as eligible for credit acceptance, when all of the following conditions have been met:
 - 1) The PBVS has submitted all proper documentation and application materials that the Board requests.
 - 2) The PBVS has met all required curriculum review procedures as specified by the Board as a part of the application process.
 - 3) The PBVS has successfully completed a full term of national accreditation without probation, without being denied accreditation, and without withdrawing an application.
 - 4) The Board has verified the institution's good standing during the period of its national accreditation.
 - 5) The Institution has met all other application conditions as required by the Board.

- b) Approval Decisions. All decisions of the Illinois Community College Board are final.

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- c) Acceptance of Credits. A college district shall accept up to 30 credit hours from a PBVS institution that has been approved by the Board if a student has completed one of the following programs at that institution:
- 1) Medical Assisting (PCS 1.2 / CIP 51.0801)
 - 2) Medical Coding (PCS 1.2 / CIP 51.0713, or, CIP 51.0714 or, CIP 51.0707)
 - 3) Dental Assisting (PCS 1.2 / CIP 51.0601)
 - 4) HVAC (Heating, Ventilation, and Air Conditioning) (PCS 1.2 / CIP 47.0201)
 - 5) Welding (PCS 1.2 / CIP 48.0508)
 - 6) Pharmacy Technician (PCS 1.2 / CIP 51.0805)
- d) Institutions may accept the credits as direct equivalent credits or prior learning credits, as determined by the institution and consistent with the accrediting standards and institutional and ICCB residency requirements of the Higher Learning Commission, other state and national accreditors, state licensing bodies, etc., as appropriate.

Illinois Community College Board

**WORKFORCE INNOVATION AND OPPORTUNITY
ACT UNIFIED STATE PLAN**

The Workforce Innovation and Opportunities Act (WIOA) was signed into law on July 22, 2014, with an effective implementation date beginning July 1, 2015. WIOA amends the Workforce Investment Act of 1998 to strengthen the workforce development system through innovation in, and alignment and improvement of, employment, training and education programs to promote individual and nation economic growth.

As required by WIOA, a Unified State Plan is to be submitted annually to both the Departments of Education and Labor. Illinois submitted its first Unified Plan in March 2016 and includes all four core required partners: Title I Adult, Youth and Dislocated Workers: Department of Commerce; Title II Adult Education and Literacy : Illinois Community College Board; Title III Wagner Peyser – Illinois Department of Employment Security; and Title IV –Vocational Rehabilitation: Department of Human Services/Vocational Rehabilitation Services.

The plan was developed by all partners and outlines the vision, goals and strategies necessary to align employment, workforce, training, education, and disability services. Each core partner program is a member of the Local Workforce Innovation Board and as required by law pays its' proportionate share of the costs. There are 16 required partners which includes the four core partners and postsecondary Career Technical Education. Each required partner must participate as part of one stop activities and must also pay their proportionate share of the costs as prescribed in the law. These costs include both infrastructure and shared costs.

The Illinois Unified State Plan provides a description of planned activities and assurances under the WIOA as well as outlines each core partner's specific activities, including ICCB Adult Education and Literacy. The Unified State Plan outlines the following activities of the State of Illinois Workforce System which includes Adult Education and Literacy.

- Describes the vision, goals and guiding principles of the Workforce System
- Provides a detailed Economic Workforce and Education Analysis
- Describes the Workforce System, each agency, and the Interagency and Local Working Groups
- Outlines the State Workforce Board and the Responsibilities
- Details the Performance Goals for all Core Partners and the Assessments and Evaluation activities
- Describes the State Strategies and Implementation
- Describe each of the Core Partner Programs and Opportunities for Alignment, Partnerships and Collaborations
- Outlines Operating Systems and Program Procedures including funding distribution of each core partner agency

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Each year the Unified State Plan will be reviewed and revised by the State Workforce Board and core partner agencies to reflect changes in activities for the next fiscal year. The plan was submitted by the Governor's Office and includes public comments, core partner program specific requirements, and other attachments that support the activities outlined in the plan.

The plan is posted on Illinois workNet:

<http://www.ilworknet.com/WIOA/Resources/Pages/StateUnifiedPlan.aspx>. Upon approval by the Departments of Education and Labor, the plan will also be posted on the ICCB website.

Illinois Community College Board

FISCAL YEAR 2016 SPRING ENROLLMENT REPORT

Community colleges report opening Spring term enrollment figures to the Illinois Community College Board using a brief web based survey. These figures reflect student enrollments as of the end of registration for the Spring 2016 semester – usually the 10th day of the term.

Overall, compared to the same term one year ago, statewide Spring 2016 headcount enrollments and full-time equivalent (FTE) enrollments both decreased. The Spring 2016 semester headcount was 318,524 compared to 330,311 last year (a headcount decrease of 11,787 or -3.6 percent). The latest FTE count was 175,859 compared with 184,239 a year ago (an FTE decrease of 8,380 or -4.5 percent). FTE figures reflect the total number of credit hours being taken by students divided by 15 – the number of semester hours traditionally considered a full-time class load.

During the Great Recession the Illinois Community College System experienced record-level Spring term enrollments with peak headcount enrollment in Spring 2010. Despite enrollments returning to pre-recession levels the Illinois community colleges continue to increase the number of graduates annually. With 71,787 earned collegiate-level degrees and certificates, fiscal year 2015 again set an all-time high in the number of graduates from the Illinois Community College System.

Table 1
SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2012 TO 2016

	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Headcount	373,785*	366,736*	341,932*	330,311*	318,524
Percent Change	-2.0%	-1.9%	-6.8%	-3.4%	-3.6%
FTE	211,247*	206,203*	192,383	184,239*	175,859
Percent Change	-3.9%	-2.4%	-6.7%	-4.2%	-4.5%

* Adjusted Total after Original Release

Table 1 contains comparative statewide Spring tenth-day enrollments for the last five years. Among the 48 community colleges, since last year headcount increases were reported at only 8 colleges (1.0 percent or higher). Thirty-six colleges saw decreases (1.0 percent or more) compared to last year. Four colleges reported little or no change (less than 1.0 percent) versus last year. Longer term, statewide headcount enrollments were down 14.8 percent compared to Spring 2012.

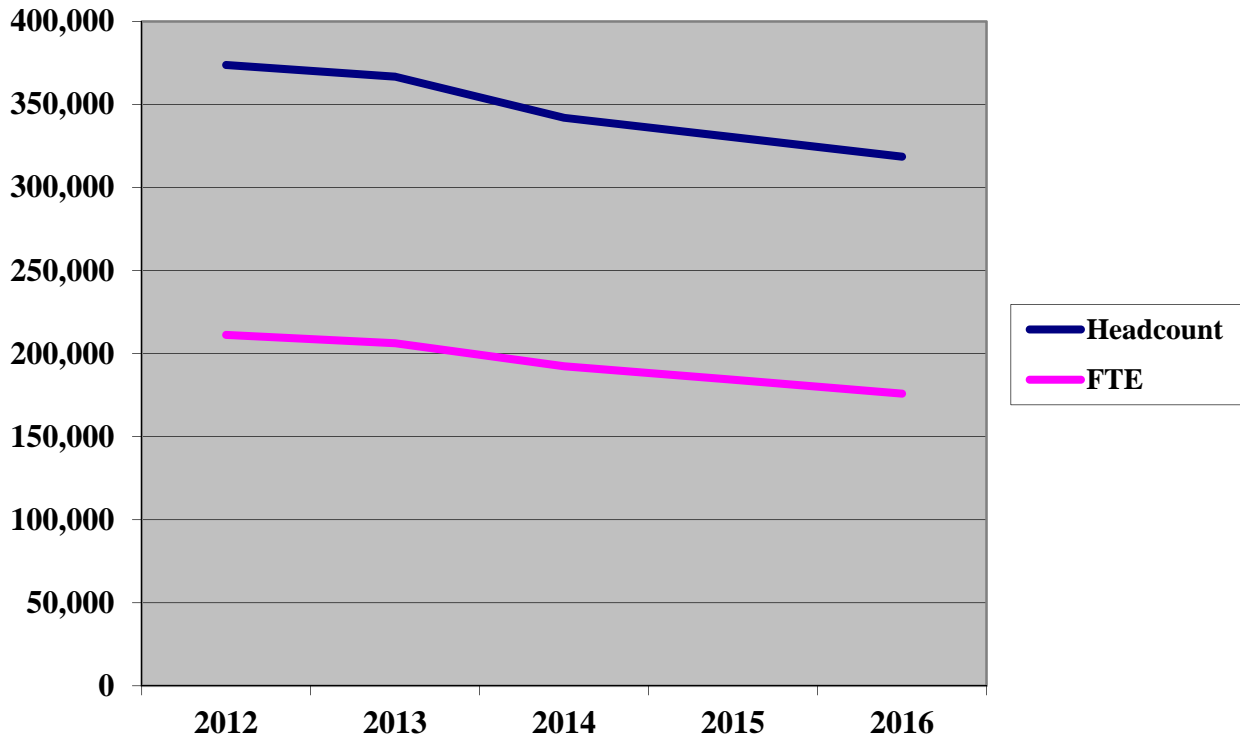


Figure 1
OPENING SPRING ENROLLMENT TRENDS IN ILLINOIS
PUBLIC COMMUNITY COLLEGES FROM 2012 TO 2016

Figure 1 illustrates a comparison of headcount and FTE trends from 2012 - 2016. Compared to last year, Spring 2016 FTE increases were reported by only 6 colleges and decreases by 36 colleges, and 6 colleges indicated little or no change. Longer term, statewide FTE enrollments were down 16.8 percent compared to Spring 2012.

You can find the entire report by clicking the following link:

https://www.iccb.org/iccb/wp-content/pdfs/reports/Spring_Enrollment_Report_2016.pdf

Agenda Item #12.3

June 3, 2016

Illinois Community College Board

SPRING 2016 LEGISLATIVE UPDATE

An oral report will be given during the Board meeting on the Legislative Update:

- The Illinois General Assembly is scheduled to adjourn on Tuesday, May 31; an update on legislation impacting ICCB and the community college system will be provided.